DOCUMENT RESUME

ED 410 719 EC 305 773

AUTHOR Shapiro-Barnard, Susan; Tashie, Carol; Martin, Jill; Malloy, Joanne; Schuh, Mary; Piet, Jim; Lichtenstein, Stephen; Nisbet, Jan

TITLE Petroglyphs: The Writing on the Wall.
INSTITUTION New Hampshire Univ., Durham. Inst. on Disability.
SPONS AGENCY Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE 1996-00-00
NOTE 48p.
CONTRACT H158A1003-91; H086J50014-95
PUB TYPE Books (010) -- Opinion Papers (120)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Achievement; *Access to Education; Curriculum Development; Daily Living Skills; *Disabilities; Friendship; High Schools; *Inclusive Schools; Mainstreaming; *Peer Acceptance; Photographs; Photojournalism; *Social Integration
IDENTIFIERS Academic Accommodations (Disabilities)

ABSTRACT

This book is a collection of photographs and accompanying text that focuses on the inclusion of high school students with disabilities in general education classrooms in New Hampshire. For each topic, a black-and-white picture is presented of a student with a disability in a general education setting. The opposing page has a paragraph on what people used to think about students with disabilities, paired with a paragraph on what people now know about students with disabilities. Topics include: academics, curriculum, natural supports, life skills, community, friendship, work, graduation, restructuring, future planning, and respect. The text stresses the need to change society's beliefs about the limitations and segregation of high school students with disabilities and to make the accommodations necessary to include these students in general education. (CR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

UNIVERSITY OF NEW HAMPSHIRE

ED 410 719

glyphs:

the writing on the wall

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

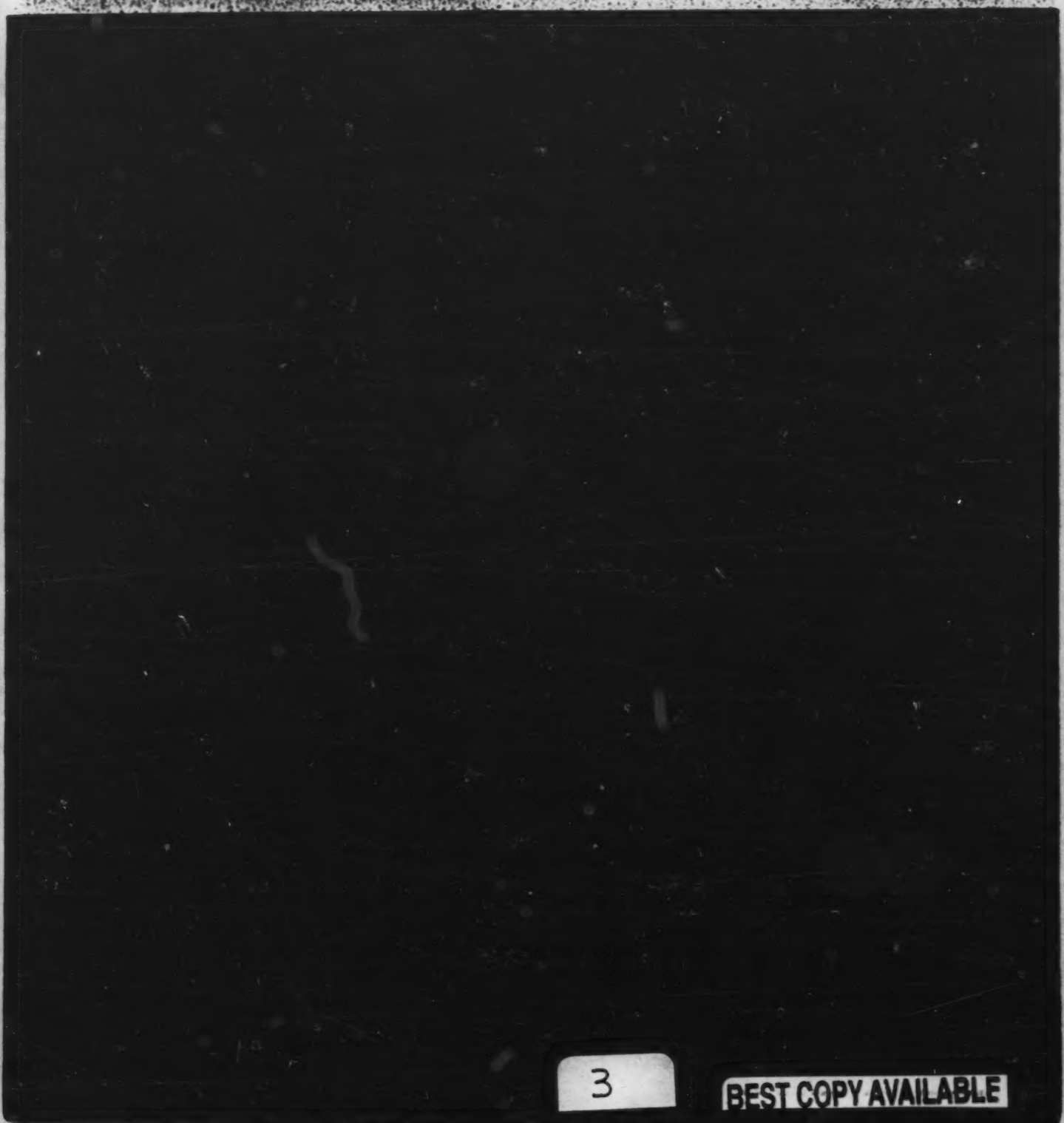
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

petroglyph

2



BEST COPY AVAILABLE

petroglyphs:

the writing on the wall

written by

Susan Shapiro-Barnard
Carol Tashie
Jill Martin
Joanne Malloy
Mary Schuh
Jim Piet
Stephen Lichtenstein
Jan Nisbet

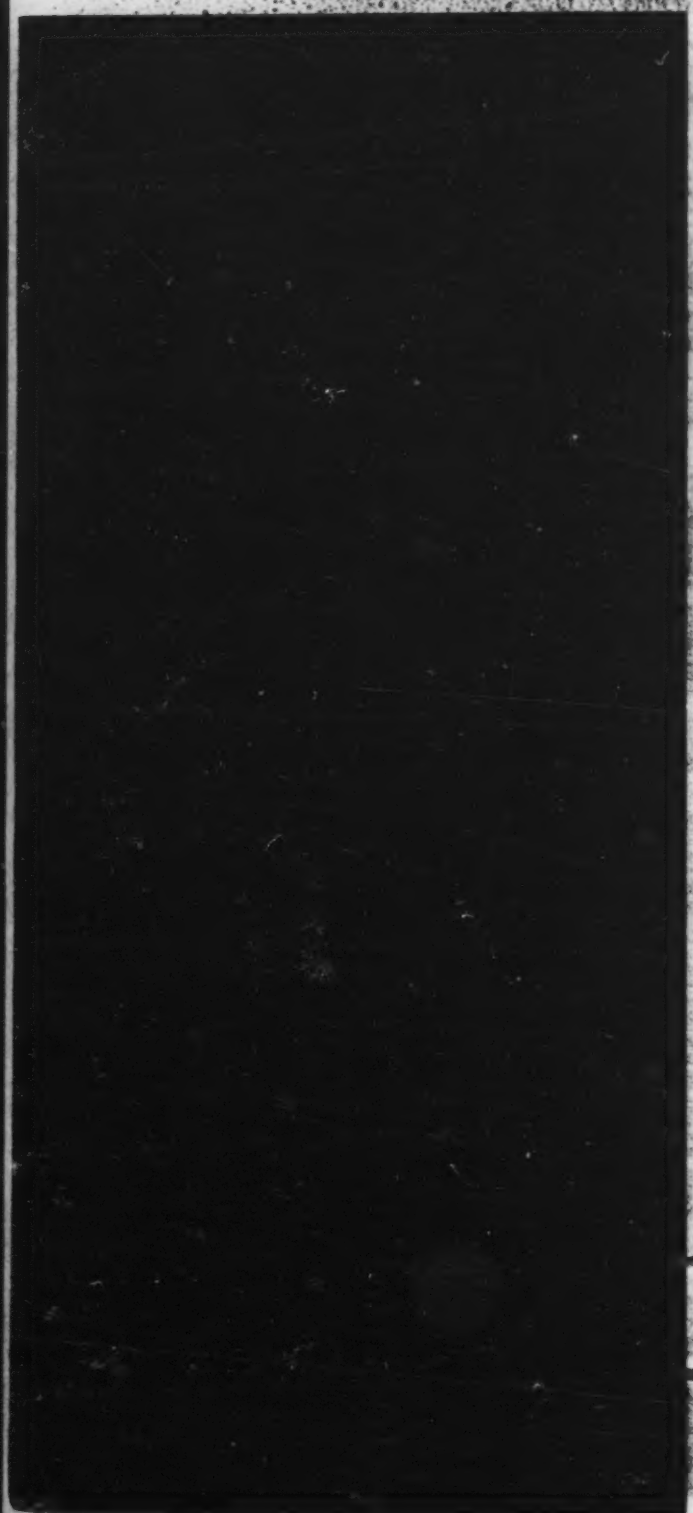
photographs by

Gary Samson
Instructional Services
University of New Hampshire
(unless otherwise noted)

Institute on Disability/UAP
University of New Hampshire

1996

BEST COPY AVAILABLE



petroglyphs:
the writing
on the wall is a collection of photographs paired with uncompromising narrative. Like a carving on a rock, each picture communicates many layers of thinking with a single image. The accompanying words are additional placeholders for our thoughts, and carry both an affirmation and a warning. An affirmation that as we learn so can we change, and a warning that without change regression is inevitable. This book may not be easy to read. It has hard edges and sits close to the fault line. But there is a bottom line. Social justice must be extended to high school.

Although inclusive education has taken a strong hold in schools throughout the country, high school students with disabilities still face the real and frightening possibility of segregation. We used to accept this. We used to think that high schools could not embody both excellence and equity. But we now know better. By challenging existing beliefs and practices, this book advocates change. Change that disturbs the universe of special education. Change that goes beyond a revelation to become part of a revolution. Change that is more than a nodding of the head.

Frederick Douglas once wrote, "People who advocate freedom, yet deprecate agitation, are people who want crops without plowing the ground." It's time to turn the soil. Douglas continued, "Without struggle, there is no progress." This book honors the struggle in all of us. The struggle to embrace our old thinking for a moment, learn from it, and then push it aside. With confidence. For the writing is on the wall.

academics

BEST COPY AVAILABLE

We used to think students with disabilities couldn't learn academics in regular high school classes. That functional-daily-living-skills were more important than reading and writing and math. That cooking skills were more important than knowledge. So we taught students to read safety words while their peers were reading books. We took students to the bowling alley while their classmates studied physics. We equated not being able to read Shakespeare, with not being able to appreciate it. Not being able to raise your hand in class, with having nothing to say.

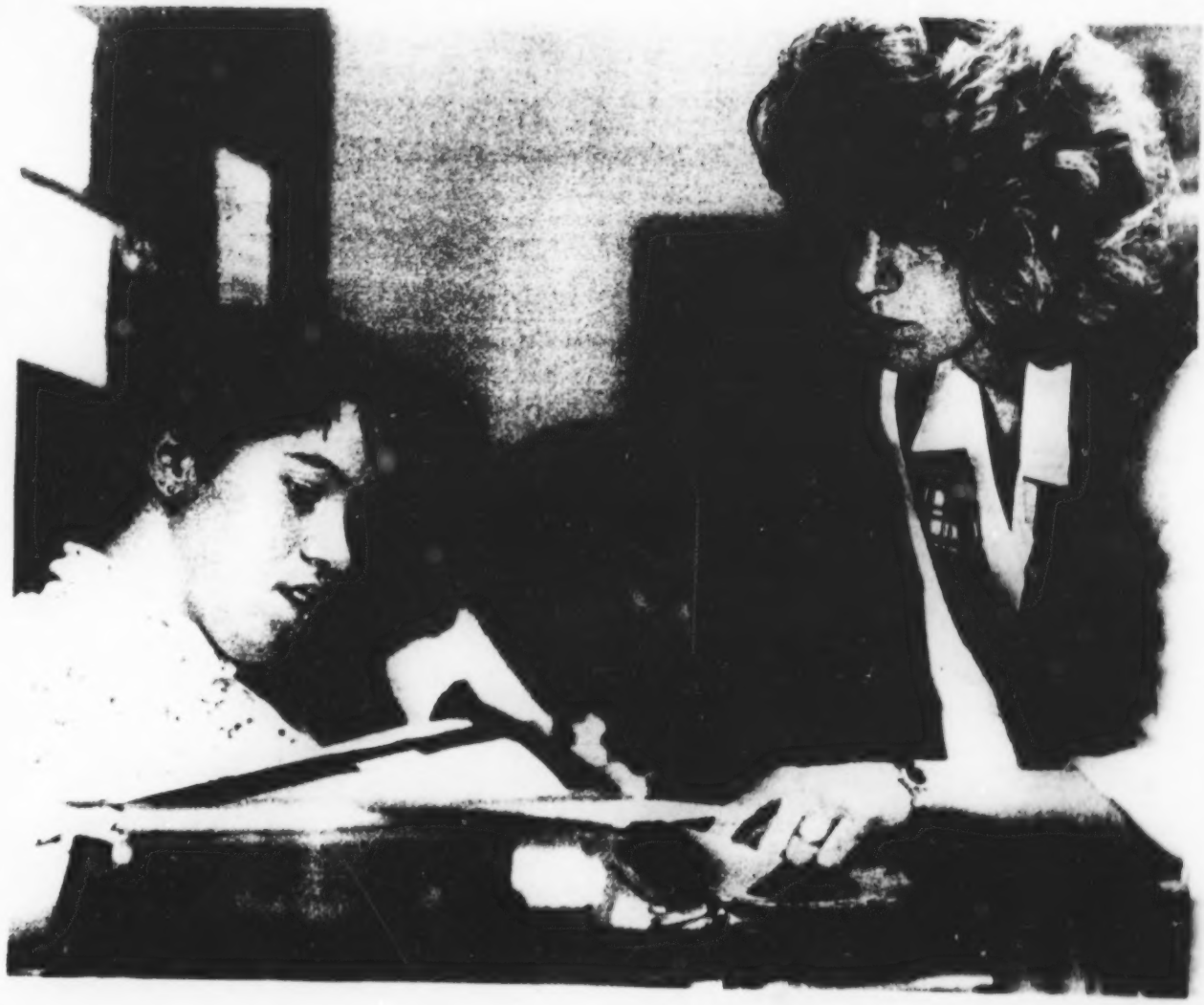
We now know seven of the most dangerous words in our vocabulary are "she won't get anything out of it." We now know students with disabilities can learn academic skills. And that it's advantageous to do so. We now know literacy is probably the most functional skill in our society. And there is great value in knowledge. We now know about the "least dangerous assumption." So when we aren't sure whether or not a student understands, we must assume that she does. We now know the high price of assuming she does not.

We used to think if a student wasn't able to open a biology book and answer the questions on page seventy-two, that the student would be better off in a special education classroom. But then we learned about the importance of inclusion. And so, when the teacher said turn to page seventy-two, we no longer asked that student to leave. Instead, we handed her something else to do—something "on her level." And we called on a special education teacher to create it. And we called on a paraprofessional to implement it. But the student never got called on, because the biology teacher didn't know what the student was doing.

We now know we can do better. That it is possible for students with disabilities to learn from the regular education curriculum. That the barrier to this happening isn't the student's ability, but often it is our own. We know "no man is an island," but without modifications and supports, sometimes students with disabilities in regular classrooms can be. We now know the difference between alternative and modified. That "being in" isn't the same thing as "being with." And that ultimately we need to stop talking about curriculum modification and start talking about inclusive curriculum design.

curriculum

BEST COPY AVAILABLE



natural supports

BEST COPY AVAILABLE

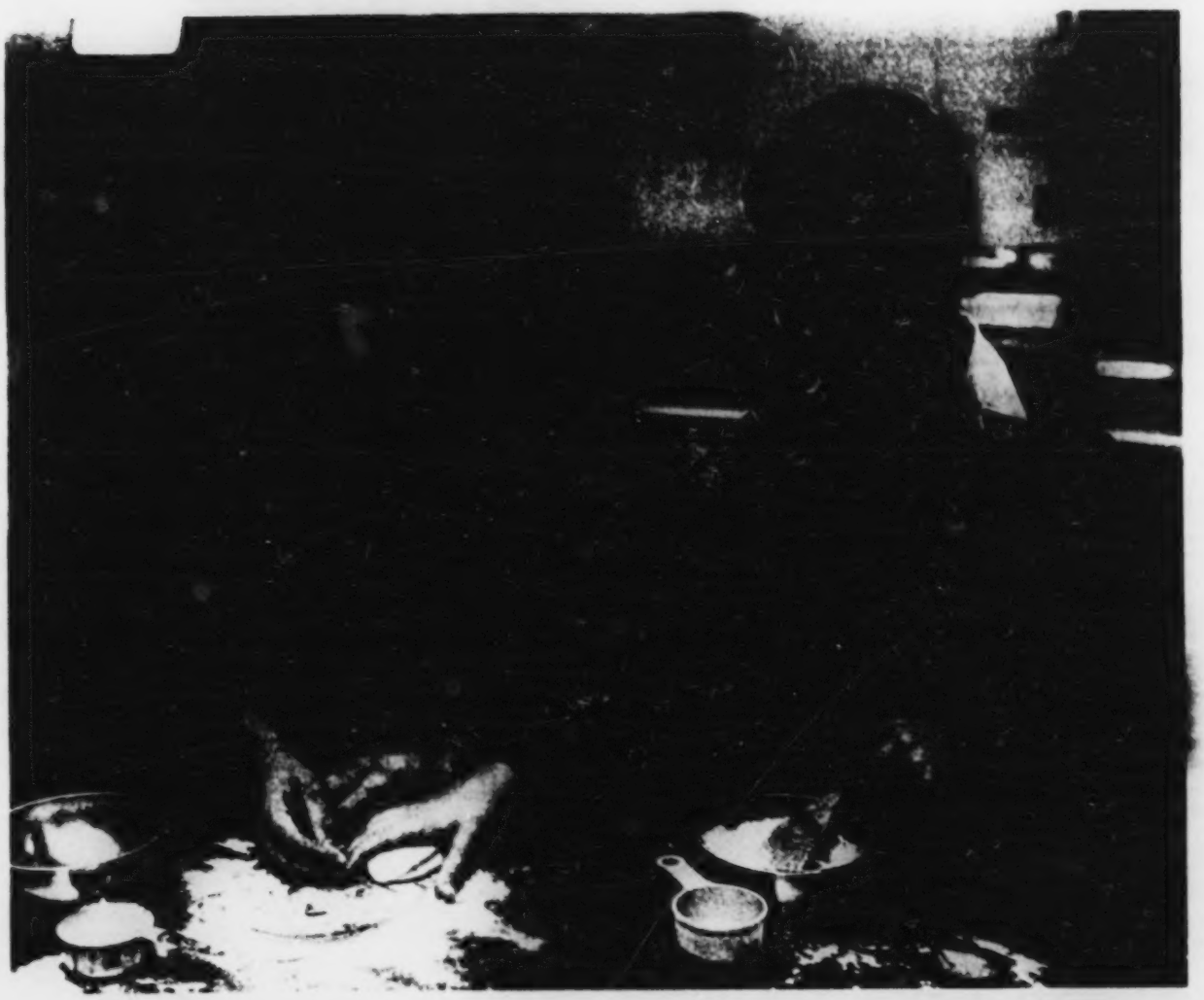
We used to think students with disabilities didn't need guidance counselors. Or lockers, or notebooks, or an excuse for being late to class. We used to think students with disabilities couldn't be sent to the principal's office. Didn't need transcripts. Couldn't make the team. When students needed to practice communication skills we sent them to the speech room—we forgot about the cafeteria. When students got sick, the special education teacher called home—we forgot about the school nurse. And when classmates were getting homework assignments, we forgot to give students with disabilities anything at all.

We now know about natural supports. And that "only as special as necessary" are words to live by. We now know about the people, places, and things that support all high school students. So instead of "checking in" each morning to the special education room, students check into homeroom. Instead of aides being assigned to students, instructional assistants are assigned to classrooms. And instead of IEP progress notes, all students get report cards. We now know that including students without natural supports just moves the self-contained classroom into regular education. It only changes the place where supports are provided. Not the way. Not the who. Not the how.

We used to think making a bed, change for a dollar, and a grilled cheese sandwich were important skills for students with disabilities to learn during high school. That achieving these skills would lead to a full—and fulfilling—life. Of course, we had heard about inclusion. Of course, we had heard stories of students learning academics, gaining friendships, and trying out for the school play. It sounded great. It sounded wonderful. But it sounded like something was missing. When did these students learn functional skills?

We now know when—and how—students with disabilities can learn functional skills during a typical high school day. We now know money skills can be taught in math class, the cafeteria, and the school store. That cooking can be learned in culinary arts. And let's face it, just how important is "bed-making" anyway? At the same time, we realize these things are not enough. That learning to work in a group, solve a problem, and ask for help are essential skills for all people in the real world. At home. Around town. On the job. And these things are taught in regular education classes. Everyday. To all students.

life skills



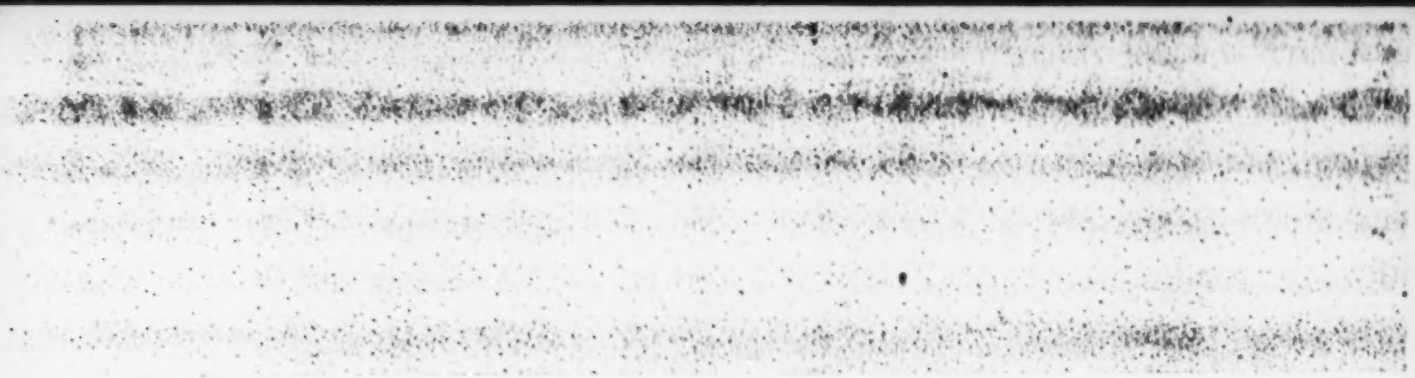
BEST COPY AVAILABLE

community

BEST COPY AVAILABLE

We used to think it was a good idea for students with disabilities to spend a portion of their day out in the community separated from their peers. We used to think they needed "the exposure." We used to think when students left school in the middle of the day, they didn't really miss anything. And if it's true actions speak louder than words, then it can be said we thought going to the mall was more important than going to class. It's as if we thought once a student had the skills to eat in a restaurant, buy a bus ticket, and cross the street, something magical would happen. We used to think only students with disabilities needed to learn in the community. But then students without disabilities began leaving school during the day. And we wondered what they were doing.

We now know community-based-instruction is not the same as community service. Job shadowing isn't an internship. And walking the mall is walking the mall. We now know that community-based-instruction is rooted in the notion that—in the name of skill acquisition—it's okay to separate students with disabilities from their peers. (Didn't we used to call that segregation?) We still recognize that some skills need to be learned outside of the school building. But we now know this can happen at times when all students are out of school. For there are still too many students who can eat in a restaurant but have no one to eat with. Too many students who are buying vowels instead of bus tickets.



We used to think being included from seven-thirty until two was enough. That a full day of classes equaled a full life. We thought if students were well supported during the school day, we had done our job. Yes, there were stories of students sitting in front of the television everyday after school. Yes, parents asked for ideas, names, and activities. And yes, we were concerned. But what could we do? After-school was not our responsibility. Surely there was an agency that could help.

We now know life does not end after the last bell. That all students need to be supported to have full after-school lives. That clubs, sports, teams, and just "hanging out" matter as much as classes. And sure, we still struggle to get students the right after-school supports. In the right places. At the right times. And it's not always easy to find that ride home. And we still worry about the limits of our responsibility. But we're talking about people's lives, so can we really just say, "It's not my job?"

after-school

BEST COPY AVAILABLE

friendship

BEST COPY AVAILABLE

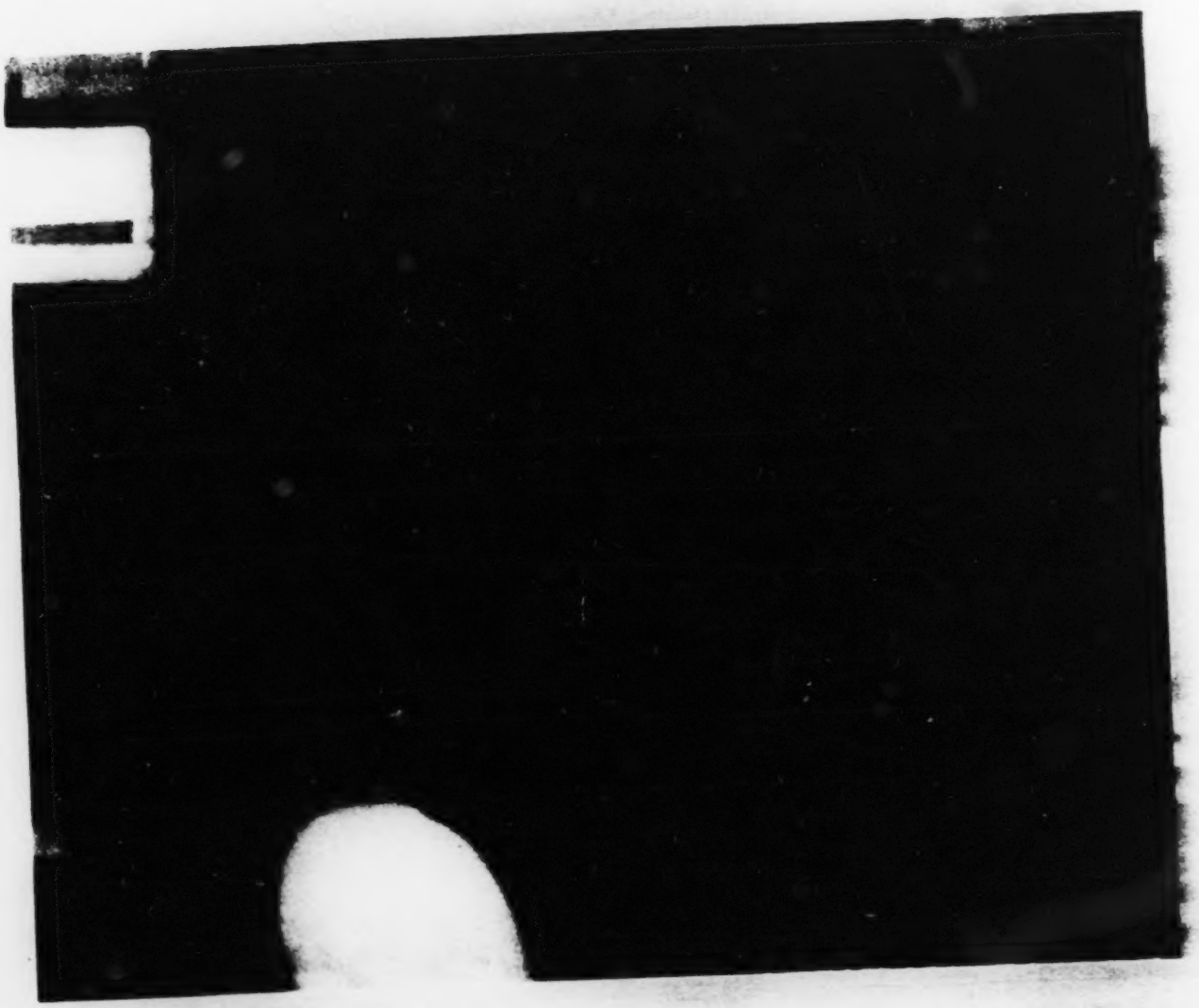
We used to think friendships for students with disabilities couldn't happen. That it was too hard. That the only way to get people involved was to pay them. We used to think peer support was friendship. And that it was okay if the aide was the student's "best friend." We used to think having people say "hello" in the hallways was enough. And that we were working on friendship if socialization goals were written on the IEP. As if maintaining eye contact could fill a Saturday night.

We now know we were right about friendships being hard work, but wrong to think they couldn't happen. We now acknowledge what we should have known all along—students absolutely must share time and space. There is no other way. We have learned this from students who tell us they are lonely. We have learned this from parents who would trade all of their child's therapy units for a single phone call. And, as hard as it is to hear, we have learned this from classmates who tell us that adults often stand in the way—literally—of real friendships happening. Their advice: take a step back, don't force it, trust us.

We used to think high school students with disabilities needed to learn prevocational skills. That sorting forks from spoons, nuts from bolts, and red from yellow would lead to gainful employment. But how many jobs are there sorting nuts and bolts? We used to tell students they had plenty of jobs to choose from. (As if working with food, cleaning supplies, and plants was choice enough.) And that they needed job coaches by their sides. Because employers didn't have the training. Or the time. We used to think going to work was more important than going to class. That a student couldn't learn job skills in school. And that filling a soda machine was more important than geography.

We now know the best kind of job training for any student is a well-rounded education. That students with disabilities shouldn't have to choose between classes and work. That real jobs happen after and beyond school. And involve a paycheck at the end of the week. We now know the best person to teach the job is a person who knows the job—a co-worker. Because the job coach has never worked in a bank, or a record store, or a law office. We now know that being on time, working with others, and organizing materials are skills for work as well as school. That they can be learned in regular classes. And that prevocational training only gets a student ready to get ready to get ready to get ready...

work



BEST COPY AVAILABLE

Photograph by Mark Lawrence

graduation

23

BEST COPY AVAILABLE

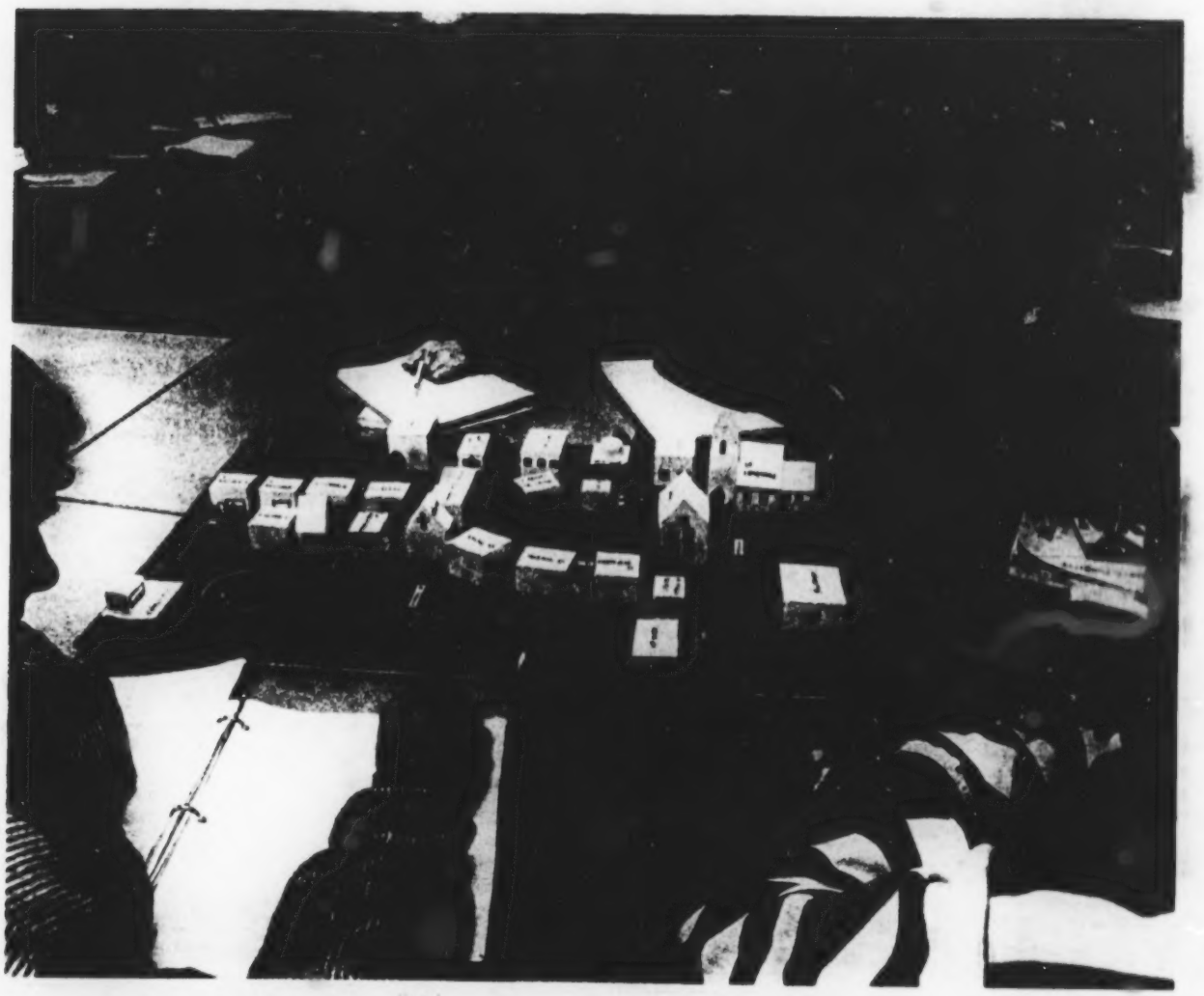
We used to think students with disabilities didn't need to graduate. We used to think that getting a diploma didn't matter. Caps, gowns, photographs, and graduation parties—well, those things just weren't very important. And not only did we believe that students shouldn't graduate, we thought students should come back to school after their senior year. And the year after that. And sometimes even longer. It was an entitlement, so we did it. And afterwards, students went through the graduation ceremony with a class they didn't know. We used to think that made sense.

We now know graduation is one of the only remaining "rites of passage" for most young people in our country. And that it does matter. We learned this when a high school "graduate" had to get his GED in order to go to college. We learned this when a student confessed it was embarrassing to be a third year senior. We learned this when the bus stopped coming the day after a student's 21st birthday. We now know that students with disabilities should graduate. That some students may need continued school district support. And that we have both the power and the responsibility to figure out a way for one not to cancel out the other. Students cannot be held hostage to policy that lags behind practice.

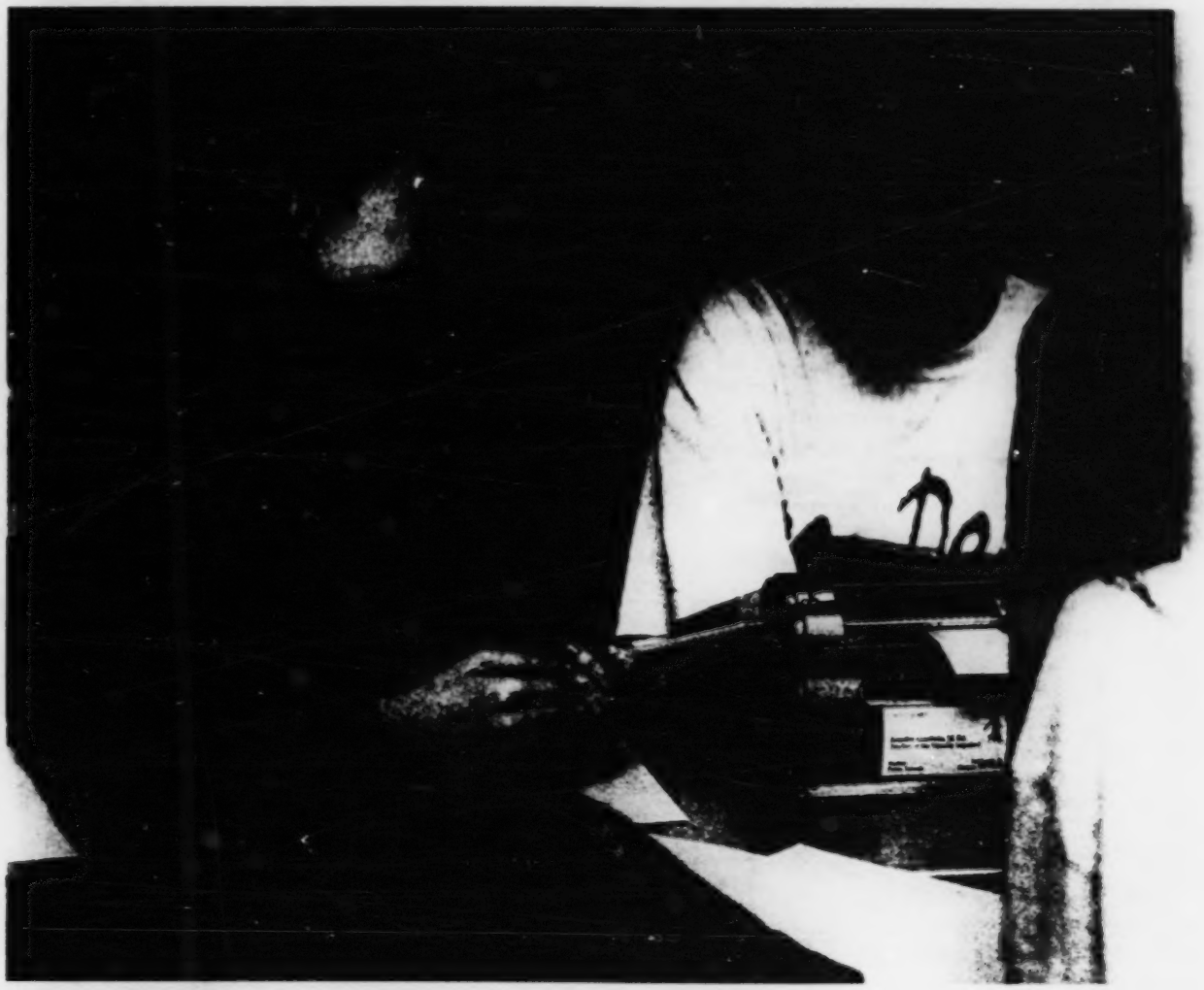
We used to think we needed to make schools better. We still think that, and we probably always will. But we used to think schools could get better without being better for all students. That when we improved education for students without disabilities, we had improved education. We used to think ninety percent of the student population was the whole school. Or close enough. And though we never dared to say it aloud, we secretly questioned whether it was even possible to design a school that met the needs of all students. Therefore, it wasn't even our goal.

We now know equity and excellence are both possible. That they are partners when educational reform is meaningful, sustainable, and real. In fact, without equity there can be no true excellence. We now know we need to include everyone in school reform. Parents. Students. With and without disabilities. But we also know we can't wait for schools to be perfect before students with disabilities are included. (Can a school be perfect if not everyone belongs?) We now understand inclusion is not a guarantee for a flawless education—it's an assurance of a typical one. Isn't that only fair?

restructuring



BEST COPY AVAILABLE



future planning

BEST COPY AVAILABLE

We used to think getting a student "into" a job was supporting her to plan for her future. That aptitude tests and vocational assessments would tell us everything we needed to know. And if the student wasn't successful, well, we did our best. But we forgot to ask students what they wanted to study. We forgot to ask students where they wanted to work. And sometimes we even forgot to ask students to attend and direct the meetings where all of these decisions were being made.

We now know that nobody has the right to plan somebody else's future. So we've stopped telling students what they should be. We've stopped telling students what they can't be. And we have started listening to what students want to be. We now know work is just one of many options for a new high school graduate. That college is a possibility for everyone. That passions and interests are just as important as skills and abilities. And "being realistic" often results in shattered dreams.

We used to think disabilities were bigger than people. That students' days were best filled with what someone said they couldn't-wouldn't-shouldn't do. So we pulled students out of English class to do physical therapy. Out of math to work on speech. Out of lunch to learn social skills in a restaurant. And although it's difficult to admit, we often believed that a student with disabilities was in need of repair. So if we could remediate the disability, we could help the student learn more. Live more. Become a better person.

We now know students with disabilities are not broken. That unlike automobiles, people don't need to be fixed. We now see past a student's label and learn the student's name. Past the IQ score to find the student's talent. We now know people are people. (Scary to think that this is something new.) And so we talk with students, not about them. We work with students, not on them. We plan with students, not for them. We follow, not lead. Ask, not tell. Respect, not change.

respect

BEST COPY AVAILABLE

BEST COPY AVAILABLE

We used to think

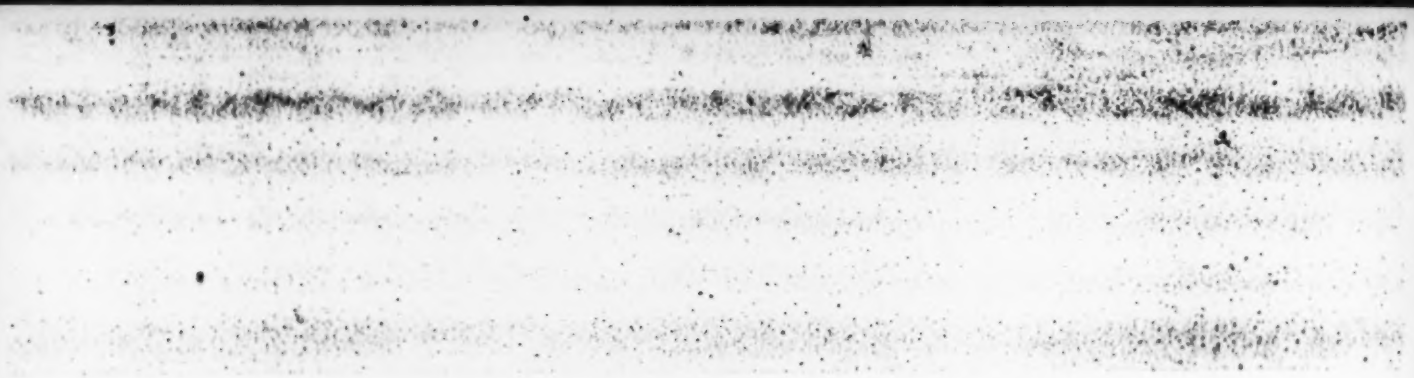
inclusion was a good idea for little kids, but it couldn't work in high school.

That professionals wouldn't make it work.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

That high school students would be too cruel.



We now know

high school inclusion can happen.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Is happening.

40

And continues to get better.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

(The end.

or maybe just the beginning.)

The creation of this book would not have been possible if not for the support, dedication, and flexibility of a great number of people. We want to thank the staff, faculty, families, and students from the following schools for welcoming us into their schools: Timberlane High School; Souhegan High School; Portsmouth High School; Concord High School; Salem High School; Somersworth High School; Spaulding High School; Dover High School; Raymond High School; and, Pelham High School. We also want to thank Stella Hogan, owner of A Wig Center, Concord, NH.

We thank the students, families, and schools who gave us permission to take photographs that we

nowle

BEST COPY AVAILABLE

were not able to use in this book. There are far more stories than there are pages in the book.

We are grateful to our colleagues throughout the country who share our commitment to true high school inclusion and restructuring. While they are far too numerous to list, we would like to give special thanks to Jeff Strully, Norman Kunc, and Michael Giangreco whose vision and dedication have inspired us all.

For their leadership, we thank Elizabeth Twomey, New Hampshire's Commissioner of Education, and Robert Kennedy, Director of the Division of Educational Improvement, New Hampshire Department of Education. Their guidance allows our state to provide quality education for all students. Our thanks to our colleagues at the New Hampshire Division of Mental Health and Developmental Services and the Developmental Disabilities Council. They are strong proponents of inclusion and work vigorously to support all people to live rich lives in their communities.

Finally, we extend our deepest appreciation to the students, families, and educators who allowed us into their lives. Without their vision and commitment, high school inclusion would still be only a dream.

Acknowledgements

The Names Behind The Faces

Page 4: Michelle Kelley and Cameron Gunn
Botany Class
Portsmouth High School

Page 7: Jason Cappuchi
Technology Education
Salem High School

Page 8: Jessica Cameron and Elizabeth York
Poetry Class
Concord High School

Page 11: Justin Stevens and Friend
Nutrition and Food Prep
Portsmouth High School

Page 12: Toby Stone and Belinda Sanchez
Summer Work Experience
Somersworth High School

Page 15: Jocelyn Curtin, Martha Dennerly, Suzanne Lassonde, and Kelly Johns
Shopping After-School
Concord High School

Page 16: Sara Edgerly and Friends
English Class in the Library
Spaulding High School

Page 19: Martha Stone
A Wig Center
Concord

Page 20: Brain Ingram
Senior Class Portrait
Timberlane High School

Page 23: Linda Kelly's Spanish Class
Souhegan High School

Page 24: Katie Pleva and Friends
Pelham High School

Page 27: Paul Borges and John Zick
Science Class
Timberlane High School

Page 28: Michael Plaisted
U.S. History Class
Dover High School

Page 31: Jan Groulx and Mary Ann Grabowski
Advanced Communications
Pelham High School

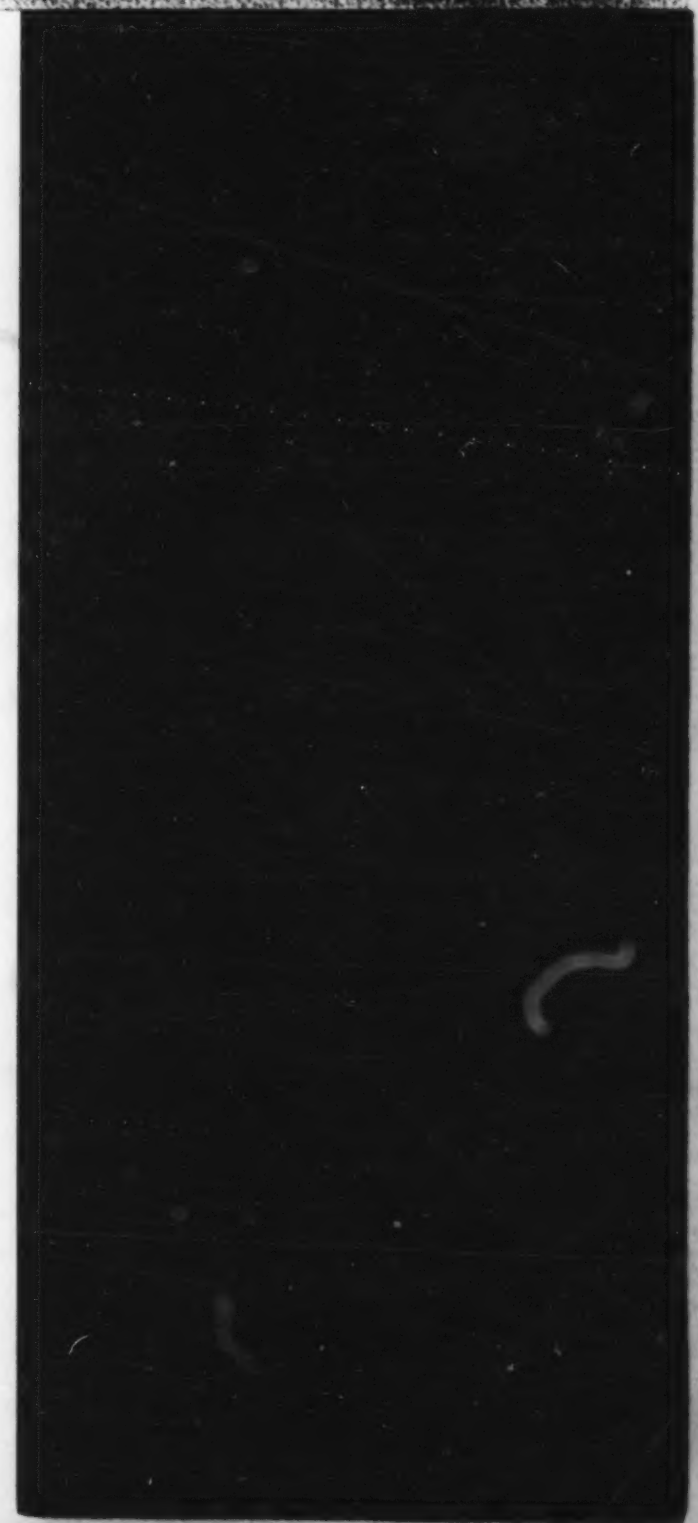
Page 32: Katie Greenwood, Kim Kenney and Amy Fenstermaker
Study Hall
Raymond High School

Page 35: Heather Baker, Shelly Brooks and Sarah Ball
Changing Classes
Salem High School

Page 36: Mike Owen
Timberlane High School

Page 39: Sarah Buckovitch
U.S. History
Dover High School

Page 40: Amro Diab and Katie Scollin
Senior Class Prom
Souhegan High School



University of New Hampshire
The Institute on Disability/University Affiliated Program
Office for Training and Educational Innovations
The Concord Center - Box 14
10 Ferry Street
Concord, New Hampshire 03301
603-228-2084

BEST COPY AVAILABLE